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DALL, Albany, N. Y.

For the District School Journal of Education.

The following is a gem from a patriotic little girl :

KOSSUTH.

America's waited thy coming to see,
And now echos welcome, thrice welcome to thee;
May thy country's dark night be ended at last,
And hope and success cheer the gloom of the past.

Go through our broad land—proclaim the sad story
Of Hungary's wrong—her struggle for glory;
And tell too, how oft in the merciless slaughter,
The Austrian spared not *wife, mother or daughter.*

Return to the contest—let Austria feel
That her flint heart shall break beneath Hungary's
steel—

That her bolt of oppression 'gainst liberty hurled,
Still strike forth a spark to illumine the world.

And fear not! despair not! the cry of that wrong
Shall penetrate farther than tablet or song,
It shall enter *His* ears, who rides on the air,
And the *Mighty* shall listen to Hungary's prayer.

Then we're come! thrice welcome! brave Kossuth to thee,
To the *land*, and the *home*, and the *hearts* of the free;
May thy country's sad night be ended at last,
And hope and success cheer the gloom of the past.

FRANCES E. ROBISON,

Aged 9 years,—of W. school No. 5, New-York.

THE BIBLE.—This book, a multifarious collection of oracles, written in various ages and countries, and at intervals of two thousand years, having in it every form of composition, familiar and profound; songs and history, ethics and biography, scenes from the hearth and episodes from national annals; numbering among its authors him who wore a crown and him who threw a net, the Persian prime minister and Cæsar's fettered captive; written too,—sections of it—

under the shadow of the Pyramids, and others on the banks of the Euphrates, some in the isle of Patmos, and others in the Mammertine dungeons; this book, so lofty in its tone, and harmonious in its counsels, has become the more venerable from its age, and the more wonderful as its history and results are examined and understood. Whence springs its originality, if its claims are disallowed? It tells of expeditions prior to Jason and the Argonauts. It describes martial adventures long before Achilles and Troy. Its ethical system preceded Thales and Pythagoras. Its muse was vocal before Orpheus and Hesiod. Its judges flourished before consuls and archons. Its feasts and gatherings rejoiced the tribes when the Nemean games had no existence; and it reckoned by Sabbaths and jubilees when neither Olympiad nor Lustrum marked and divided the calendar. It embodies the prophetic wish of the Athenian sage, for it scatters the darkness which covers our souls, and tells us how to distinguish good from evil. The valley of the Nile has now uncovered its hieroglyphics to confirm and illustrate its claims; and Nineveh out of the wreck and rubbish of 3000 years, has at length yielded up its ruins to prove and glorify the Hebrew oracles.

FREEDOM OF MIND.—We call that mind free which is not imprisoned in itself or in a sect,—which recognizes in all human beings the image of God, and sympathizes with the suffering wherever they are seen, which conquers pride and sloth, and offers itself up a willing victim to the cause of mankind.

We call that mind free which protects itself against the usurpations of human society; which does not cower to human opinion,—which respects itself too much to be the slave of the many or the few.

BEAUTY.—Beauty, thou art twice blessed; thou blessest the gazer and the possessor; often at once the effect and the cause of goodness! A sweet disposition, a lovely soul, an affectionate nature, will speak in the eyes, the lips, the brow, and become the cause of beauty. On the other hand, they who have a gift that commands love, a key that opens all hearts, are ordinarily inclined to look with happy eyes upon the world, to be cheerful and serene; to hope and confide. There is more wisdom than the vulgar dream of in our admiration of a fair face.

REPORT:

Secretary's Office,
DEPARTMENT OF COMMON SCHOOLS.

ALBANY, Dec. 3, 1851.

TO THE LEGISLATURE:

The Superintendent of Common Schools, in conformity to law, respectfully submits the following Annual Report:

1. CONDITION OF THE COMMON SCHOOLS.

The returns contained in the annexed table show the condition of the common schools for the year ending on the 31st day of December, 1850, covering nearly the entire period during which the free school act of 1849 remained in operation; a period characterized beyond any other in the history of our common school system, for the agitation and excitement of the public mind consequent upon this measure; a period of transition between a system, nearly unanimously adopted by the people, but which in its practical operation had proved in many respects eminently disastrous, and a system more in accordance with the popular will; a period, consequently, peculiarly calculated to test not only the strength of the public sentiment in favor of our elementary institutions for popular education, but the stability and value of those institutions themselves. The unequal pressure of local taxation for the support of the schools arising from an injudicious provision in the act referred to—a provision, the operation of which in this respect, was almost entirely unforeseen—had originated a strong feeling of hostility against a system which a few months previously had received the deliberate sanction and approval of an immense majority of the people of the State. This hostility was manifested not only by a very general demand for the entire and unconditional repeal of the act itself, but by a virtual refusal, on the part of the inhabitants of a large proportion of the school districts, to carry its provisions into effect, beyond the point absolutely required as a condition for the receipt of their distributive share of the public money. The schools which had for a period of more than thirty years, uniformly been kept open for an average term of eight months during each year, were reduced in many instances to four, and the provisions for their support limited to the avails of the public funds. So strong and general was the current of opposition to the obnoxious details of the law, that the most powerful efforts were required on the part of the friends of education generally, to prevent an entire abandonment of the great principle involved in its enactment, and which wholly irrespective of the particular mode of its execution, had received the clear assent and full approbation of the people.

Pending a conflict so embittered and extensive, embracing within its range nearly every district and neighborhood of the State, and affecting so many and such powerful interests, it could scarcely have been expected that the prosperity and welfare of the schools should not have been seriously and generally affected. A careful inspection of the returns herewith submitted will, however, show that while in some few respects the statistical tables compare unfavorably with those of preceding years, their general results demonstrate a steady, reliable and gratifying improvement. And now that a crisis so perilous to the inter-

ests and the advancement of our noble system of primary education, has been safely passed, and the irritating causes of complaint which induced it, effectually removed, we may not unreasonably look forward to an uninterrupted progression and expansion of this most important department of our free institutions.

The whole number of school districts in the State on the first day of July last was 11,479, of which 8,507 are composed of territory wholly situated in the respective towns in which the school houses are located, and the remaining 2,972 are joint districts, comprehending portions of two or more towns. As the trustees of each of these latter districts are required to report to the town superintendents of each of the towns from portions of which the districts are composed, the number of *parts of districts* included in these reports is stated at 5,631. Returns in accordance with law, have been received from 8,318 whole and 5,524 part districts, leaving 189 whole districts and 127 parts of districts only from which no reports have been received. Assuming, as has hitherto been customary, each of these joint districts to consist of territory situated in two towns, it will appear that reports have been received from 11,080 districts, leaving 399 from which no returns have been made.

The average period during which the schools were kept open, under the charge of duly qualified teachers, was seven months and seventeen days.

The whole number of children between the ages of five and sixteen years, residing in the several districts, on the 31st of December, 1850, was 753,047; and the whole number of children reported by the trustees as having been under instruction, for a longer or shorter period during the year, was 726,291. From the more detailed statement, however, made up from the teachers' lists of attendance for the different periods required to be stated for the information of the department, the accuracy of which may safely be relied upon, it appears that the whole number of children under instruction during the year was 800,430. Of this number, 7,037 were under instruction during the entire year; 43,306 for a period of ten months and less than twelve; 59,962 for eight months and less than ten; 110,981 for six months and less than eight; 170,005 for four months and less than six; 212,578 for two months and less than four, and 196,561 for a less period than two months.

The number of unincorporated select and private schools within the limits of the several districts, during the year reported, was 2,277, and the number of pupils in attendance on such schools was 45,840.

The number of schools for colored children in the State is 105; and the number of children between the ages of 5 and 16 taught in said schools during the year reported, was 5,305.

The number of volumes in the several district libraries, on the 31st day of December, 1850, was 1,507,077, showing an increase during the year reported of 57,127 volumes.

Returns of the whole number of children between the ages of four and twenty-one years residing in the State on the first day of August last, as required by the twelfth section of the act passed at the last session, have been received from only 46 of the 59 counties; and so defective are these returns which have been received, that it has been found impracticable to submit any estimate under this head in the present report. As the apportionment of public money among the several school districts will be made in accordance with the enumeration of such children, made on the 31st of December last, no injurious consequences can result from the omission to make the special returns required by the act referred to.

2. ESTIMATES AND EXPENDITURES OF SCHOOL MONEY.

The whole amount of public money received and expended by the several districts during the year embraced in the reports of the trustees, for the payment of teachers' wages, was.....	\$782,469 29
Raised by district tax under the provisions of the act of 1849, for the same purpose,.....	385,836 53
Raised by rate-bills voluntarily levied,.....	136,949 54
Local funds applicable to the same purpose,.....	20,117 66

\$1,325,378 02

In addition to this amount, the sum of.....	7,335 57
is reported as having been raised, (voluntarily, it is presumed,) to meet the expense arising from the exemption of 1,254 children from rate-bills, and as raised by district tax to supply deficiencies in rate-bills made out previously to the act of 1849,.....	15,915 08
There were also paid for teachers' wages in colored schools, over and above the public money applicable to said schools,.....	1,925 25
Adding these two items, the total expenditure for teachers' wages during the year reported, will amount to.....	1,350,345 92
Amount of public money expended for district libraries,.....	89,104 96
Total amount for teachers' wages and libraries,.....	\$1,439,650 88
The following additional sums were raised by district taxation for the purposes specified :	
For purchasing school-house sites..	\$58,855 91
For building school-houses,.....	125,913 36
For hiring school-houses,.....	6,439 00
For repairing school-houses,.....	79,183 55
For insuring school-houses,.....	5,153 29
For fuel,.....	71,455 51
For book cases, books and school apparatus,.....	15,643 15
For other purposes,.....	82,520 51
Aggregate amount of expenditure for school purposes during the year,.....	\$1,884,826 16

The whole amount of public money received from all sources, by the several town superintendents during the year ending on the first day of July last, was,.....	\$1,052,923 70
Of which there has been apportioned	
for teachers' wages, \$854,422 33	
For libraries,.....	95,698 50

950,120 83

Leaving unappropriated.....

\$102,802 87

3. APPORTIONMENT OF STATE TAX AND ITS AVAILS.

By the 2d section of the "Act for the establishment of free schools throughout the State," passed at the last session of the Legislature, the sum of eight hundred thousand dollars was directed to be annually raised by tax on the real and personal property of the State, for the support of common schools; and it was made the duty of the State Superintendent, on

or before the tenth day of July, in each year, to apportion the amount thus directed to be raised among the several counties of the State, according to the valuations of real and personal property therein, returned by assessors of the several towns and cities in accordance with the law, and to certify the amount thus apportioned to the clerk of each county, whose duty it was made to lay the same before the board of supervisors of such county on the first day of its annual session. This apportionment was duly made and certified to the several county clerks within the time prescribed by law; and an abstract thereof, containing the valuations of real and personal property of each county, and the share of the State tax apportioned to each, is herewith transmitted, and will be found in the accompanying table.

By the 4th section of the same act, the Superintendent of Common Schools was directed, on or before the first day of January in each year, to apportion and divide one-third of the aforesaid sum of eight hundred thousand dollars, together with one third of all other monies appropriated to the support of common schools equally among the several school districts; and to apportion the remaining two-thirds of both these funds, after making a specified provision for separate neighborhoods composed of territory adjoining other States, among the several counties, towns and cities of the State, according to the existing standard of apportionment of the school money, on the basis of population as ascertained by last preceding census. No returns having been made from separate neighborhoods the whole amount of the State tax, and of the revenue arising from the Common School Fund, amounting in the aggregate to \$1,100,000, has been appropriated in the mode prescribed by the act; the sum of \$366,666 68 having been equally divided among the 11,479 districts, (giving \$31.94 to each) and the remaining sum of \$733,333.34 apportioned among the several counties, cities and towns in the ratio of the population of each as ascertained by the U. S. census of 1850, just completed. A table containing a full abstract of the sums apportioned and divided under each of these heads, is also appended to the present report.

Some further legislative action will, it is conceived, be necessary to enable the department to carry into full effect the existing provisions of law in reference to the application of these funds. The several amounts directed to be raised by tax in the respective counties are required, when collected, to be paid over to the county treasurer, and to be held by him "subject to the order of the State Superintendent." If these amounts corresponded substantially with those apportioned to the county as its share of the State tax and School Fund combined, the transfer could easily be made; but as there is no definite relation between the sum raised upon, and the sum apportioned to, the several counties, it becomes necessary that the avails of the former shall be concentrated in order to be re-distributed with the latter. The revenue of the Common School Fund is also required by law to be paid over to the State Treasurer, on the warrant of the Comptroller, on and after the first day of February annually, to the several county treasurers; but as no separate apportionment of this fund is required by the existing law to be made by this department, neither the county treasurers nor the Comptroller have any means of ascertaining the shares due to the respective counties. The State Superintendent might it is true, order the avails of the State tax in each county to be paid into the State Treasury, whence the entire fund might be disbursed according to the apportionment made in accordance with law; and this would seem to be the most convenient and practica-

ble mode of accomplishing the object in view. To authorize this, however, a specific appropriation of the fund to this purpose by the Legislature is necessary under the provisions of the Constitution, the Comptroller being prohibited from paying over any money from the State Treasury, except by a direct appropriation by law. Such an appropriation is therefore respectfully recommended, in season to enable the several county treasurers to make their drafts by the first day of February ensuing, for the whole amount due their respective counties.

WEBSTER'S DICTIONARY.

In pursuance of the authority conferred by the act of the last session entitled "An act to authorize the Superintendent of Common Schools to purchase Webster's *Unabridged Dictionary* for the common schools of this State," a contract has been entered into with Messrs. G. & C. Merriam, of Springfield, Massachusetts, for the purchase, at \$4 per volume, of a sufficient number of copies of that work to supply the orders of the several districts indicating a desire therefor, in the mode and within the time prescribed by the act. There is reason to believe that in many districts the trustees have neglected to order the work, from ignorance of the specific provisions of the law, and that, if permitted, they would gladly avail themselves of the liberal offer of the State. It is, therefore, respectfully recommended that the time limited by the act referred to, for forwarding orders, be extended until the first of October next. So favorable an opportunity for supplying all the schools of the state with a copy of this standard and excellent work, at a greatly reduced price, ought not to pass unimproved.

STATE NORMAL SCHOOL.

This excellent institution continues periodically, to furnish our schools with teachers of the highest grade of excellence, and to vindicate the far-seeing wisdom which provided for its establishment and permanent maintenance. The report of the executive committee will present an outline of the operations during the past year, and of its present state and condition. At no previous period in its history, have its prospects for continued usefulness been more flattering and auspicious; its arrangements for supplying schools more perfect and comprehensive; or its corps of teachers more efficient and devoted. It is earnestly to be hoped that the distinguished success of this institution may induce the further extension of the system, in other sections of the State, until every district shall be furnished with thoroughly educated and competent teachers. The funds of the State can in no way be more beneficially applied than in securing this most desirable result. Our invaluable system of common schools can effectually accomplish the object of their establishment only with the aid of well qualified instructors; and all experience has demonstrated that the art of teaching can be acquired only by a systematic and enlightened course of intellectual and moral training in institutions expressly designed for this purpose.

TEACHERS' INSTITUTES.

The Legislature, at its last session, doubtless inadvertently, omitted to make any appropriation for the expenses of these associations, as provided for in the act of 1847. They have consequently been left during the past year to their own unaided resources; and not being generally aware of the omission, the teachers of several of the counties have assembled unusual, organized and conducted their exercises, on the supposition that they were to participate, as hereto

fore, in the bounty of the State. The great utility of these institutions, as a preliminary discipline to teachers about engaging in the business of instruction, is now universally conceded as well in our own as in other States, where they have been very extensively adopted; and I earnestly recommended that the requisite appropriation for their encouragement, as well for the past as the present year, be made. It has also occurred to me as very desirable, in many respects, that some adequate provision should be made by the Legislature for the selection and designation, either by the department or some other officer specially designated for that purpose, of competent and well qualified individuals to preside over and conduct the exercises of these institutes, in order to render them efficient in the highest practicable degree, towards the accomplishment of the object in view.

COMMON SCHOOL LAWS AND INSTRUCTIONS.

In accordance with the directions contained in the section of the act of the last session for the establishment of free schools throughout the State, the several laws relating to common schools, with full instructions and expositions, and a complete digest of the several decisions now in force and applicable to the existing system, accompanied with a concise history of the origin and progress of the system, and a summary of its leading features, have been compiled by Samuel S. Randall, Deputy Superintendent, under the direction of the department, and forwarded to the several school districts and school officers.

The attention of the Legislature was called, in the last annual report from this department, to the necessity and importance of restoring jurisdiction on appeal to the Superintendent, in all school district controversies, of which he was inadvertently deprived by a clerical error in the engrossment of an act passed in 1849. A bill for that purpose passed the Assembly at its last session, but was omitted to be acted upon in the Senate, from want of time.

DISTRICT SCHOOL JOURNAL OF EDUCATION.

I respectfully recommend a renewal of the State subscription to this valuable periodical, as an indispensable auxiliary to that department in the transmission and communication of official information, and in the dissemination of educational views generally. Its value in these respects might be essentially enhanced by an increase of the appropriation in its favor, which would enable it to dispense with the necessity of seeking advertising patronage, and to devote its columns entirely to the object for which it was specially designed.

REVISION AND CODIFICATION OF THE SCHOOL LAWS.

By a resolution of the Assembly, of the 11th of July last, the Governor was authorized to appoint a commissioner whose duty it should be to prepare and report to the Legislature, at its ensuing session, an entire common school code, in one act. Under this authority, the appointment of commissioner was conferred on Samuel S. Randall, late Deputy Superintendent of Common Schools, who proceeded at once to the discharge of the duty thus devolved upon him, and whose report will be forwarded to the Legislature at an early period of its session. Following, as this resolution of the Assembly did, immediately upon the completion of a full consolidation and arrangement of the existing provisions of law in relation to common schools, under the act of the last session, the commissioner deemed himself authorized to incorporate in the new revision such amendments and modifications of the system now in force, as in his best

judgment, after full and free consultation with the most enlightened and experienced friends of education throughout the State, seemed desirable and necessary. The principle suggestions and recommendations made by him in the discharge of this important and responsible duty, are fully in accordance with the views of the department; and their adoption will, it is confidently believed, place our Common School system upon a permanent and satisfactory basis. They are understood to embrace as their leading and prominent objects, 1st. The separation of the office of Superintendent of Common Schools from that of Secretary of State, and its erection into a separate and distinct department; 2d. The substitution of a permanent annual State tax of one mill upon every dollar of the aggregate real and personal property of the State, for the support of Common Schools, in lieu of the present tax of eight hundred thousand dollars; and 3d. The restoration, in a modified form, with suitable guards and restriction, of the system of county supervision.

The proposed alterations of the existing system are independent of each other; and any one or more of them may be adopted by the Legislature and engrafted upon the system to the exclusion of others, or the whole may be rejected, leaving the enactments of the present law to stand substantially as they are, with a new and improved classification and arrangement, and with such modification of their details as to adapt them more perfectly to the objects for which they were designed, and to carry out more fully the obvious views and wishes of the legislature. Some amendments of the existing law will doubtless be found absolutely indispensable, and if combined with a full and complete revision of the system, in such a manner as to render it permanent, as far as may be practicable, there can be no doubt that the interests and welfare of the schools and of the inhabitants and officers of the several districts, would be materially promoted by such an arrangement.

1. With reference to the separation of the office of Superintendent of Common Schools from that of Secretary of State, the expression of any opinion in favor the adoption of such a measure, in the peculiar position of the present incumbent, about to give place to a successor elected with express reference to the conjunction of the two offices, might seem somewhat indequate and improper. Conscious, however, of being actuated by no other motives in this respect than such as regard the true welfare and improvement of the common schools, and fortified by the nearly unanimous opinion of the friends of education throughout the State, of all parties, so far as an opportunity has been afforded through the medium of a very extensive correspondence, and by personal intercourse, to ascertain that opinion, the undersigned cannot hesitate to express his entire conviction that the department of common schools should constitute a distinct and independent branch of the government. The nature and extent of the official duties devolved upon the Secretary of State render it wholly impracticable, if not absolutely impossible, for that officer to bestow that time and attention upon the complicated interests involved in the general supervision of the common school system, which their great importance imperatively demands. This important branch of his duties is consequently necessarily devolved, to a very great extent, upon a deputy; and while, it is believed, no serious cause for complaint has yet occurred in the mode in which those duties have heretofore been discharged, a due regard to the public interests, and a proper appreciation of the magnitude and responsibility of the trust thereby conferred, would seem to

dicate that a department embracing the direct and indirect supervision of upwards of eleven thousand school districts, with their forty or fifty thousand officers, and of nearly one thousand town officers connected with this branch of the public service, through whose hands nearly three millions of dollars of public money annually passes, should be under the direct supervision and personal management of a responsible and efficient head, chosen by and accountable to the people or the Legislature. There is, it is believed no other instance in our institutions of the combination in *one* office of powers and duties so variant and incompatible; and no valid reason exists why, at the present time, and under existing circumstances, these powers and duties should not be separated.

The proposed substitution of a permanent annual State tax of one mill upon every dollar of the real and personal property of the State, in lieu of the existing tax of eight hundred thousand dollars for the support of common schools, commends itself to the judgment of the undersigned as a measure fraught with incalculable blessings to the cause of universal education. If adopted, and permanently engrafted upon our existing system of common schools, its effect will be to carry out, in the most simple, efficacious and perfect manner, the will of the people, repeatedly and distinctly expressed, that the property of the State shall provide for the elementary education of all its future citizens, and that all our common schools shall be entirely free to every child. This principle having been fully recognized and established, after mature deliberation and discussion, it is unnecessary now to re-open the grounds upon which it was adopted, or to enter again upon the arguments which have so effectually demonstrated its soundness. The Legislature, at its last session, solemnly and definitively incorporated as the basis of their enactment of a law, making a liberal appropriation from the aggregate property and funds of the State for the maintenance and support of common schools. This appropriation, however, liberal and enlightened as it was, and worthy of the vast resources and immense wealth of the State, proves inadequate to the full accomplishment of the noble object in view—the education of all the children of the State, during the whole period ordinarily devoted in each year to common school instruction. An inconsiderable fraction of a mill upon each dollar of the increased valuation of real and personal estate is all that is requisite, in addition to the provisions already made, to secure the inestimable benefit of free schools, in all coming time, to every child of the State. It would be utterly unworthy of the enlightened forecast of the great majority of our fellow-citizens, to suppose that they are not prepared to make this slight additional sacrifice for the permanent accomplishment of an object of such great importance. The present State tax of \$800,000, amounting as it did, under the valuation in force at the period of its adoption, to considerably more than a mill upon each dollar, is insufficient, with the aid of the annual revenue of the Common School Fund, to provide for the support of the schools of the State, for an average period exceeding six months during each year. A permanent mill tax on the existing valuation, capable of adjusting itself from time to time, to the fluctuating valuation of the property of the State, and to the increasing wants of the schools, will, in conjunction with the public funds already applicable to that object, provide liberally for the support of every school in the State during the entire year.

In opposition to these views, it may probably be urged that the action of the Legislature at its last session, providing for an annual State tax of \$800,

000, in addition to the annual revenue of the School Fund, for the support of common schools, and directing that any deficiency in this respect should be supplied by rate bill, should, under the circumstances, be regarded as a final *compromise* between the views of the friends and opponents of an entirely free school system; that it is inexpedient and injudicious again to throw open to legislative and popular discussion, a subject upon which so considerable a diversity of feeling and of opinion is known to exist; that the very general acquiescence of the people in the present disposition of the matter is indicative of their satisfaction with the existing law; and that it is unwise at this early period, to disturb these arrangements so recently and with such great unanimity adopted, especially in the absence of any experience of their practical workings, and of any general demand for their alteration or modification.

These objections are, unquestionably entitled to great weight, in the consideration of this subject; and unless they can be fairly overcome the necessity or expediency of the proposed change must be regarded as doubtful.

Under the peculiar circumstances attending its passage, the act of the last session was, unquestionably, the best that could be obtained by the friends of free schools. The only alternative presented was a return to the system in force in 1847, and a virtual abandonment of the principle for which the friends of universal education had so long struggled, and which had so repeatedly and signally triumphed. It will be recollect that although a popular majority of more than twenty thousand votes had been secured against the repeal of the act of 1849, forty-seven of the fifty-nine counties in the State had cast their votes nominally in favor of such repeal. The representatives from those counties, constituting a large majority of both branches of the Legislature, while fully aware that the popular expression of their respective constituencies adverse to the continuance of the law in question, was not to be regarded as in opposition to the *principle* of free schools, felt themselves bound by that expression to pursue a *middle course*, between the entire rejection of that principle, and its unlimited adoption. Confident in the ultimate settlement of the question on a basis in accordance with the dictates of public sentiment, and relying on the intrinsic justice and soundness of the principle involved, the friends of free schools consented to the adoption of the compromise proposed, without the slightest understanding on their part, or as it is believed on the part of those who favored and brought forward the amendment, that it was to be a permanent disposition of the subject. It was, on the other hand, regarded certainly by the former as a temporary arrangement merely.

If it be conceded that the public sentiment has unequivocally declared itself in favor of the adoption of the free school principle—and on this point there cannot, in the judgment of the undersigned, be the slightest room to doubt—then any action of the Legislature, in contravention of or falling short of that principle, cannot justly be regarded as final or conclusive.—However desirable it may be, under ordinary circumstances, to avoid a re-agitation of questions once fairly settled by legislative action, and especially where those questions affect an interest of such extent and importance as that under consideration, the will of the people, fairly and clearly expressed, is entitled to be carried into full effect; and if for any reason their representatives have failed to embody that will in their legislation, there can be no such binding efficacy in a *compromise* measure at variance in any essential respect with the declared verdict of the popular voice,

as to preclude subsequent action at the earliest practicable period, in conformity with such verdict. The act of the last session was clearly in contravention of the popular will, repeatedly and distinctly expressed so far as the provision for meeting any portion of the expense of instruction in our common schools, by rate-bill, was concerned; and although after a long, animated and finally successful struggle at the ballot boxes for the complete recognition of the free school system, the people were disposed, in view of the manifold difficulties attendant upon the full embodiment of that principle by the Legislature, to rest satisfied with the important step finally taken, as the utmost that could, at that period, be accomplished, it is manifest that their compulsory acquiescence in this respect cannot preclude them from insisting, at any subsequent period, upon a complete and practical legislative recognition of the right of every child in the State to free admission to the common schools, during the period in which they may be open for instruction untrammelled by any pecuniary restriction, however slight.

There is another consideration connected with this subject, which cannot fail to address itself with great force to the statesmen and legislators of our State.—Either the free school system is in accordance with the popular will, or it is not. Either the principles upon which it is based are in conformity with the dictates of a sound and enlightened public policy, or they are at irreconcilable variance with it. In either case there then should be no medium course between the full recognition and adoption of the system and its practical incorporation as a portion of our institutions, and its rejection all together, and a return to the system as it previously existed. It is utterly incompatible with all sound principles of legislation to declare in one breath that "common schools throughout the State shall be *free* to every child between the ages of five and twenty-one years," and in another to provide for the compulsory imposition of a *rate-bill* for the expenses of such tuition, beyond a period embracing a portion only of the ordinary term of instruction. It is eminently unworthy of the representatives of the Empire State, thus to "hold the word of promise to the ear, and break it to the hope." Nearly two hundred and fifty thousand of the citizens and legal voters of the State, constituting a majority of one hundred and fifty thousand of all the votes cast, declared in 1849 their desire that the common schools of the State should be entirely free: and notwithstanding the obvious and universally conceded defects of the law enacted with the view of carrying their wishes into effect, they refused by a majority of more than twenty thousand to sanction its repeal, lest they should even seem to endanger the great principle they had so successfully vindicated and asserted. Having thus repeatedly and deliberately placed themselves upon the record, in this respect, they confided in their representatives to remove all the objectionable features of the law, without affecting the vital principle at stake. Had it been their desire to restore, either wholly or in part the old *rate-bill* system, it is reasonable to suppose they would have proceeded directly to the accomplishment of their object by a decisive vote in favor of the repeal of the act of 1849. Their vote *against* such repeal, in the face of unanswerable objections to the details of that act, is beyond all question conclusive of their intention, at all hazards, to preserve unpaired the free school principle: and the strong vote of the direct representatives of the people, in favor of the first section of the act of the last session, declaratory of this principle affords indubitable testimony of the strength of the public sentiment in this respect.

Let us look for a moment at the practical results of the existing law. It purports on its face to be "An act to establish free schools throughout the State," and the first section explicitly declares that "Common schools in the several school districts in this State shall be free to all persons residing in the districts, over five and under twenty-one years of age," as thereafter provided. The annual revenue of the Common School Fund amounts to three hundred thousand dollars; and this sum (exclusive of \$55,000 set apart for library purposes) together with the avails of an annual State tax of \$800,000 is appropriated to the payment of teachers' wages. The average length of time during which the several schools are kept open during each year, is eight months, or two terms of four months each. The aggregate amount paid for teachers' wages throughout the State falls a little short of \$1,500,000, and is constantly increasing as teachers of a higher grade of qualification are brought into the schools. For the first term of four months, the schools may, therefore, be entirely free; in other words, free for *one-third of the year*. At the close of the second term, there will be a balance of nearly \$400,000 to be collected by rate bill—an amount falling very little short of the sum heretofore contributed for this purpose under the act of 1847. This enormous balance will undoubtedly, in the great majority of instances, instead of being collected at the close of the second term, be diffused over the entire year a portion only of the public money being appropriated to each term. Thus every child who enters the school, instead of finding it *free*, will at the end of each term, be charged with a *rate-bill*; and unless exempted on the ground of indigence by the trustees, his parents or guardians will be compelled to pay the amount so assessed with fees for collection. Is it not absolute mockery to term such a system *free*?

The proposition to authorize a permanent mill tax on the property of the State, will, it is conceived, if adopted, effectually carry out the wishes of the people and their declared will. The amount is too trifling to be burdensome to any individual; while the object to be effected is one of the utmost magnitude and importance. Is there an individual in the State who would not cheerfully pay an annual assessment of one mill upon every dollar of his valuation, or one dollar upon thousand, if thereby he could secure the blessings of education not only for his own children, but for every of suitable age in the State; for the entire term during which the schools are kept open in each year, in all coming time? Is it not far better that the entire expenses of tuition should be met in this manner by one simple, definite, self-adjusting process, adapting itself to the varying standard of property and valuation, and to the increasing wants of the schools, than that the trustees of each of the eleven thousand districts should be periodically burdened with the trouble and expense of a vexatious and harassing rate bill? I cannot hesitate, therefore, cordially and earnestly to recommend the adoption of this measure as in my judgment best calculated to render our common schools in reality and permanently what they now are nominally, *free*; believing it to be due not only to the highest interests of education but to a proper respect to the clearly expressed will of a majority of our fellow-citizens, that the noble enterprise, the foundations of which have been so strongly laid in an enlightened public sentiment, should, without unnecessary delay, be prosecuted to a completion.

3. Whether, however, this desirable result shall be accomplished or postponed to a more favorable period, no reasonable doubts can longer exist as to the expediency, not to say the indispensable necessity of a restoration in some form of the system of county

supervision. The attention of the Legislature has been annually called to this subject both by my predecessor in office and myself, from the period of the repeal of the act creating the office of county superintendent to the present time; and each additional year only increases the strength of the argument in favor of the proposed reform. Every incumbent of the office of State Superintendent, without exception, during the period which has elapsed from the passage of the original act establishing this class of local officers, has borne uniform and strong testimony to its utility and necessity; and the most enlightened friends of popular education throughout the State have with equal unanimity expressed their decided and unwavering conviction of its value and importance. The considerations which demand its restoration, as an essential part of our system of public instruction, are numerous and uncontested; and it is by no means going too far to say that in the continued absence of some instrumentality of this nature, it will be found utterly impracticable to lay before the Legislature and the people, that information in relation to the condition and administration of our school system, which is so indispensably requisite to its efficiency and advancement. The annual reports of upwards of eight hundred town superintendents, involving full and detailed accounts of the receipts and disbursements of nearly a million and a half of dollars, are now required to be made to the county clerk—an officer otherwise entirely disconnected from the system, and whose whole duty consists in preparing a mere abstract of these reports, for the information of the department, without the power of ascertaining or correcting any errors or omissions that may occur, however important. The unavoidable consequence of this state of things is the accumulating of inaccuracies and errors, in these reports so great in many instances as to render them wholly unreliable for the purposes for which they are required. A careful inspection of these abstracts for any two consecutive years will show that scarcely an approximation to that accuracy, which should be required in the official statements of public functionaries of every grade, is attained in the reports of the great majority of the town superintendents. There is, indeed, no reasons to believe or to suppose that any portion of the public funds committed to their hands, is improperly or illegally expended; but from the impossibility of examining and connecting their reports, where obviously erroneous—of pointing out deficiencies and inaccuracies, and of subjecting them to the scrutinizing test of some supervisory authority—the official statement of these officers are, to a very great extent, comparatively valueless as a full exposition of the pecuniary operations connected with their station. The same remark is likewise applicable to other portions of their reports. Under such circumstances, it is obvious that a mere enumeration, from year to year, of tabular statistics without system or accuracy, must for all the purposes of practical legislation, be not only useless, but dangerous. A county officer, chosen or elected with express reference to the performance of his duties in this respect, and invested with competent authority to exercise a supervisory jurisdiction over the several town superintendents, would effectually remedy this evil.

Independently, however, of these manifest advantages arising from a return to the system of county supervision, there are numerous other reasons why the best interests of our common schools would be essentially promoted by such a measure. They have been so frequently and fully recapitulated in previous communications from this department, and in the reports of the appropriate legislative committees to whom

the subject has, from time to time been referred, that their repetition at this time, would be supererogatory and uncalled for. The whole subject will be found fully discussed and elucidated in the report of the commissioner already referred to; and I deem it only necessary to add that the entire experience of the department during the period of my supervision of its affairs, has strengthened the conviction entertained and expressed by me at its commencement, that a recurrence, at the earliest practicable period to the system so unfortunately and injudiciously abandoned in 1847, would be attended with the most beneficial results to the prosperity and welfare of our common schools.

GENERAL REMARKS.

In bringing his official labors to a close and surrendering the administration of the department to other hands, the undersigned can only indulge the hope that during the critical and stormy period in which the complicated interests of public instruction have been committed to his guidance, some advancement will be found to have been made in the right direction. On assuming the responsible charge entrusted to his hands, two objects presented themselves as, in his judgment, of sufficient importance to demand his individual attention and utmost efforts. The one was the preservation and perpetuation in all its integrity of our admirable system of district school libraries, seriously endangered by what he deemed and still deems, a most injudicious provision of the existing law authorizing under certain conditions, an entire diversion of the munificent fund provided for the annual replenishment of these institutions; and the other was the enterprize of tendering every one of our eleven thousand schools free to every child of the State of a suitable age to participate in their benefits. In the accomplishment of the first of these objects, entire success has been obtained, by an uncompromising refusal in any case or under any circumstances, to give the requisite sanction of the department to the application of any portion of the library-money, to any other object than the purchase of books and scientific apparatus for the use of schools. Many and strong temptations have, from time to time, been presented, for a departure from the strict and rigid rule thus prescribed; and doubtless frequent and serious offence has been given by the unyielding pertinacity with which it has been adhered to. The alternative, however, seemed to be presented, on the one hand, of a gradual and ultimately entire abandonment of that far-seeing and enlightened policy by which every school district and every neighborhood of the State was annually supplied with the means of intellectual and moral cultivation, and on the other, of a firm and decided refusal, in any case whatever, of that consent which the law required as a condition precedent to the division of the fund. The importance of the principle involved in this determination may have been overrated; and if so, the remedy is at hand and may easily be applied. It has however, appeared to me, from a long observation of the workings of the system in this respect, that the means of free access on the part of every family of the State, and each member of every family, of suitable age, to a judiciously selected library, comprising standard works in every department of literature and science, involved advantages and blessings not to be put, for a moment, in competition with temporary pecuniary considerations. Whether fully appreciated or not at the present moment, by those most interested in their preservation, the time cannot be far distant when they shall be universally regarded as among the choi-

cest and most highly prized blessings which it was in the power of legislation to confer. The universal diffusion of this cheap and popular mode, of the elements of knowledge, the incentives to usefulness, and the incitements and encouragements to virtue, constitutes the surest safeguard to our free and republican institutions, and affords the most reliable guarantee for the continual prevalence of that intelligence and integrity which alone can perpetuate our existence as a people. These inestimable advantages would be poorly exchanged for a slight and temporary relief from the inconsiderable burthen incident to the payment of teacher's wages. Nor have I been insensible of the important, and in my judgment, decisive consideration, that there can not be the slightest equitable claim on the part of the inhabitants of the several school districts, to any portion of the fund thus set apart for this specific purpose, unless it be the pleasure of the Legislature thus to divert it unconditionally and absolutely from the benevolent object to which it was originally consecrated. I earnestly indulge the hope this will not be deemed necessary; and that this enlightened and noble feature of our system of public instruction instead of being in any respect weakened or restricted in its operation, will be cherished, expanded, and perpetuated to the latest generation.

Our schools are not yet entirely free. Deeply as this is to be regretted, after the noble, unyielding, and repeated efforts of the devoted friends of universal education—after the distinct and clear expression of the popular will, in this respect—and after the unassailable grounds of principle and expediency so successfully vindicated by the advocates of reform—there are ample and abundant sources of consolation in a review of the contest which has been waged for the adoption of this great measure. So far as the public opinion is concerned, the question may, undoubtedly be regarded as definitively settled. Reforms of this nature when based upon sound reason and enlightened policy which underlie the principle of universal education, in a country such as ours, never go backwards. The indisputable right of every citizen of the American republic to such an education as shall enable him worthily and properly to discharge the varied and responsible duties incumbent upon him, as such, cannot long remain practically unrecognized in our republican institutions. It has already incorporated itself in the system of public instruction of several of our sister States; it has found its way into the municipal regulations of all our cities and many of the most important towns of our own State; and above and beyond all, it has entwined itself into the deepest convictions and soundest regards of the great mass of the people. Its full assertion may be deferred, but cannot ultimately be repressed.

In the vindication and maintenance of this principle, it has been my fortune, during the whole of the brief period of my connection with the department, to occupy a conspicuous position. As a necessary consequence of this position, voluntarily assumed, and firmly maintained, I have been content to endure and to confront a more than ordinary share of obloquy; and what was regarded by me as of infinitely greater consequence, to witness the inevitable re-action upon the schools of the State of a protracted and embittered controversy. That controversy is even yet undetermined; and it may require years to repair the breaches occasioned by its existence. But I have the consolation of knowing that the part which I have taken in this controversy was the result of a firm and abiding conviction of public and private duty—of duty to the State whose confidence

had been reposed in me as a public officer, charged with the administration of the most responsible and important trust—of duty to my fellow-citizens, deeply interested in the satisfactory adjustment of a question which came directly home to the business and the hearth of each one of them—and of duty to the eight hundred thousand children who annually throng the district school houses of the State, to obtain that education without which their future prospects of usefulness or happiness, were to be fatally blasted. Sustained and supported by these considerations, and by the active co-operation of many of the most enlightened friends of education in every section of the State, my course of action was plain; and upon a careful and searching review of conduct and motive, I find nothing to retract or regret, but my own inability more effectually to realize the full convictions of my judgement and the most ardent wishes of my heart in this respect. If I have, though feebly and imperfectly, contributed in any essential degree, to the ultimate triumph and full recognition of the noble principle of **UNIVERSAL EDUCATION, THROUGH SCHOOLS FREE TO ALL**—if in part through my humble exertions, the future millions of children who shall hereafter congregate in our elementary institutions of learning, shall be permitted freely to participate in the inestimable blessings of sound intellectual and moral instruction, without restriction or discrimination,—my highest earthly ambition will have been amply realized.

CHRISTOPHER MORGAN.
Superintendent of Common Schools.

A BEAUTIFUL REFLECTION.—I cannot believe that earth is man's abiding place. It cannot be that our life is cast upon the ocean of eternity, to float for a moment upon its waves, and then sink into nothingness! Else, why is it that the glorious aspirations which leap like angels from the temple of our heart, are forever wandering about unsatisfied? Why is it that the rainbow and clouds come over us with a beauty that is not of earth, and then pass off and leave us to muse upon their loveliness? Why is it that the stars which hold their festal around the midnight throne, are set above the grasp of our limited faculties, forever mocking us with their unapproachable glory? And finally, why is it that the bright forms of human beauty are presented to our view and then taken from us, leaving the thousand streams of our affections to flow back in Alpine torrents on our hearts? We are born for a higher destiny than that of earth. There is a realm where the rainbow never fades; where the stars will be spread out before us, like the island that slumbers in the ocean! and where the beings that pass before us like shadows, will stay in our presence forever!

LOVE.—Love is the weapon which omnipotence reserved to conquer rebel men, when all the rest had failed. Reason he answers blow for blow; future interests he meets with present pleasure; but love, that sun against whose melting beams winter cannot stand, that subduing slumber, which wrestles down the giant,—there is no human being in a million whose clay heart is hardened against love.—*Tupper.*

ORIGIN OF FRUITS AND VEGETABLES.

The common bitter and astringent **CRAB** is the parent of all apple-, and by cultivation, seedling improvements, grafting, and lastly by hybridation, its quality has improved, and the quantities of these improved apples increased.

The seeds of garden fruits are more likely to produce good sorts than orchard seedling.—cultivation in all cases improving quality.

The peach, originally, was a poisonous almond. Its fleshy parts were then used to poison arrows, and it was for this purpose introduced into Persia; the transplanting and cultivation, however, not only removed its poisonous qualities, but produced the delicious fruit we now enjoy.

The Nectarine and Apricot are natural hybridations between the peach and the plum.

The Cherry was originally a berry-like fruit, and cultivation has given each berry a separate stem and improved its quality; the common mazzard is the original of most of the present kinds of cherries.

The common wild pear is even inferior to the choke pear; but still by cultivation, it has come to rank among our finest fruits. The **Cabbage** originally came from Germany, and is nothing more than common sea kale. Its cultivation has produced the present cabbage, and its different acclimatations, the different kinds; while its hybridation with other similar plants has produced the Cauli-flower.

The Cooly Rauber, or Cabbage Turnip, is a hybridation between the cabbage and turnip, and has lately been introduced into America. The *Brassica Rapa*, *Brassica Napus*, *Esculenta Naret*, and other similar vegetables, have been produced by similar means.

Celery, although so tender and fine flavored, is the same plant as the wild celery on the borders of the rivers emptying into the Chesapeake Bay, and is the natural food of the canvas back ducks.

The original Potato, which is not an edible vegetable, is a native of Central America, and requires three years cultivation before it is fit for use—first introduced into England by Sir Walter Raleigh.

BEAUTIFUL THOUGHT.—Some author, we remember not who, informs us how we became indebted for the Red Rose. They were all of a pure and spotless white when in Eden they first spread out their leaves to the morning sunlight of creation. Eve, as for the first time she gazed upon the tintless gem, could not suppress her admiration of its beauty, but stooped down and impressed a warm kiss upon its snowy bosom. The rose stole the scarlet tinge from her velvet lip, and yet wears it. 'Tis a beautiful conceit.

Every word spoken from affection leaves an everlasting impression in the mind; and every thought spoken from affection, becomes a living creature.

JOURNAL OF EDUCATION.

EDITORS: S. S. RANDALL, of Albany.
JOSEPH McKEEN, of New-York.

ALBANY, MARCH 1, 1852.

To the Readers of the District School Journal of Education:

The subscriber proposes to give a copy of the volume of the Hon. IRA MAYHEW, A. M., late Superintendent of Public Instruction for the State of Michigan, on "POPULAR EDUCATION," to every person who will obtain Six Subscribers for the "Journal of Education" and remit three dollars for a year's subscription. This volume recently published by Harper & Brothers, ought to be in every Teacher's and in every Family Library; and it will be useful to the receivers of such a donation, and gratifying to me, if I have, under this obligation, to give a couple of hundred copies of that excellent work during the coming year.

JOSEPH McKEEN,

Sup't. Common Schools, New-York.

NEW-YORK, Aug't. 25. 1851.

The able Report of the late Superintendent of Common Schools, the Hon. CHRISTOPHER MORGAN, will be found in our columns for this month, and we trust it will be read with attention by all. The subjects discussed are:

1. *The Condition of our Common Schools.*
2. *Apportionment of the State Tax, and its Avails.*
3. The Webster's Dictionary Provision.
4. State Normal School.
5. Teachers' Institutes.
6. Common School Laws and Instructions.
7. Journal of Education.
8. Revision and Codification of School Laws.

The Hon. Superintendent discusses with marked ability, the question of a *separate and independent organization of a Common School Bureau, by the divorcement of the offices of Superintendent of Common Schools from that of Secretary of State*; as also the restoration of the system of county supervision, and the substitution of a *mill tax* in lieu of the present annual sum of \$800,000, now required to be raised by law for the support of schools.

With regard to the first measure, the adoption of which is also strongly recommended by the Code Commissioner, there can be but one opinion among intelligent men—those who have truly the good of our common schools at heart. We should as soon think of advocating the union of the shoemaker and the blacksmith on account of their supposed congruity, as of these two offices. It is well known that on the first organization of our system, this department was distinct and independent, and that it was after-

wards attached to the State department on account of a miserable political freak of strong partisan leaders.

The following are the principle arguments urged by the friends of education in favor of the proposed change:

1. The Secretary of State has already more than he can well attend to, independently of the common school department.

2. The business of this department is all entrusted to the hands of a subordinate officer, who can do no more than perform the ordinary office business such as answering letters, deciding appeals, &c.

3. With a properly organized educational bureau, greater facilities would be afforded for the collection and diffusion of information among the people—for the awakening of a more general and active interest in behalf of *this*, the greatest enterprise of any state—the education of every citizen.

We must embrace this occasion to repeat that this question of educating the people, is the one that is paramount to all others, and hence that it ought to engage its best thoughts, its best energies, its most untiring devotion. Politics is but a secondary interest; every material interest: commerce, agriculture, manufactures, and the arts, are but subordinate to that of developing the human faculties, of educating the physical, mental, and moral powers of the human race. Let us then, if government must interfere in this matter at all—let us have a system as perfect as human ingenuity can devise, and let us see to it that this system is faithfully and efficiently administered; let us see to it that the constituted guardians and prompters of public education, do not confine their efforts to the mere *stereotyped forms* of official duty, while our common schools are suffering for want of that "material aid," while our people are slumbering in the absence of that "light" which alone can break in a resurrection morning to these cherished institutions, and which it should be the highest aim of these officers to shed abroad over the land. Friends of education, *think, resolve, and act!* More anon.

A METHOD OF LAYING THE FOUNDATION OF HISTORY.

BY THE LATE GEN. BEM.

NO. I.

Wherever I go, recommending Gen. Bem's clever method of laying a foundation for the study of universal history, in a thoroughly attained Chronology, by means of a chart on a new principle, which commands the memory of the senses, I am besought to write a *Universal History*. To write a history!—There was a time when history was known to be the song of a muse, and *nascitur non fit* was known to be as applicable to the historian as to the poet; that time seems past, but I remember that once it was.

History, most rigidly defined, is the unfolding, in clear orders, of the events of time, involving their meaning with the tale. But to do this: the knowledge of even the events themselves, when ancient history is the subject, is *to be derived*, in a great measure, from monuments of stone scattered over all the earth and under it too, and which have no *certain* dates: from customs of life running back beyond the memory of man: even from sports of children and national games, into which have dwindled many a solemn rite of ancient religions: from characteristics of music and sketches of mystic or enigmatic poetry: from traditions of facts and moral scientific truths imprisoned in the mythologies of all nations: (which are to be regarded as modes of representing truths, no key being given to their interpretation and classification but the genius which they awaken, whereby they are unlocked :) from languages which, in order to be of historic value, must be comprehended in their genesis and laws, through a real philology: and only in the smallest degree from simple contemporary annals; indeed, until the 6th century before Christ, the sole contemporary history written out in *any* detail is that found in the Bible. Not till the century when the Bible history ends with Nehemiah's account of the rebuilding of Jerusalem, under the Persian protection, was Herodotus born. The Roman kingdom and republic have no contemporaneous history. Livy lived in the time of Christ, and Plutarch a century after him, and more!

And these very works are to be interpreted by the light of ideas and influences of the times, which are in their turn to be *divined* by the student's acumen. It would be impossible for one man or woman to write a complete universal history, even so far as the facts are concerned, and be responsible for the accuracy of all its facts; different historians must take departments of so great a work. But then each historian, even of the parts, needs to be an artist, and stand upon the ideal whole. It is in the central point of its meaning, alone, that a fact or a series of facts is to be apprehended, with their lights and shades, and proportions; so that the history of man may be traced through the variously draped groups of men which the several nations and the successive generations present,

Pleaseth him, the eternal child,
To play his sweet will, glad and wild;
As the bee through the garden ranges,
From age to age our mankind changes;
As the sheep go feeding in the waste,
From form to form he maketh haste:

and a nationality whose career is numbered by centuries,—

Is the inn where he lodges for a night.

Now, this revelation of the spirit of the whole is made to genius alone; and it is a real misery that people without genius should attempt to record the

doings of any single nationality. If I could have my way, no child should ever touch a book at school, on any subject, that was not the work of a genius on that subject; and of all things should he not be allowed to think that he was hearing the grand tale of any country's life, when he was reading a mere almanac.

I have somewhere seen education defined to be "the mysterious communion of ignorance with wisdom." This may be "twice blessed," for it is *merely* in an excellent form; *blessed* to the teacher and the taught. All true education in history is this communion upon the events of the past. About as much is learnt of history by studying school histories, as is enjoyed of social nature on change.

What I especially value BEM's invention for is this: that it does not pretend to be what an outline never can be, namely: a perfect frame work for history, being a symbol composed of regularly arranged and clear representations of past years of all time, addressed to the intuition of ~~light~~, in which colors indicate the locality of enough events to prove a perfectly adequate muemonique of the whole web of histories in their chronological relations, whether the several series have any other relation or not. Then the manual directs the scholars to the sources of history; they are told to look out in the Bible all the events of the Hebrew History, from Abraham to Nehemiah, which are represented on the chart, and to connect them in a continuous narrative. If this task is divided into a sufficient number of lessons, it can be accomplished by every child old enough to read a narrative of anything, and the exercise of judgment in this research, and reproduction accompanies the exercise of memory, with respect to the spots on the chart where locality is also stamped on his mind, by the contrivance of engaging his own co-operation in the reproduction of the moral chart in *blanks* given him for the purpose.

I hold that if a child of ordinary capacity, has thus gone over one history in its original contemporaneous annals, he will be quite impatient of knowing the history of other nations only the outlines given in the manual, and will clearly feel that he has not yet gained *the history*. He cannot imagine himself in the ages so sketched, but will have curiosity and interest to take the hints given by the manual, and study Herodotus, Thucydides, Xenophon, Plutarch, Livy, Tacitus, Sismondi, Schiller, Geijer, and other real historians; also, Muller, Niebuhr, Arnold, Grote, and other critics of history; and Heeren, Landseer, Henne, and other mousers among the antiquities of nations. But all this cannot be done at school, or even at college, it will be said. True, but it can be begun at school, and the necessity can be laid upon the spirit of every scholar to pursue this real study; and how much better is it for the pupil to commence history at school, but do it in the right way, and

having gained a thorough foundation, come out with a sense of his ignorance of the superstructure, but knowing where to get knowledge, than to have committed to memory a compend, and hence, to imagine that he knows universal history! In the majority of instances, that compend "goes in at one ear and out at the other," leaving nothing behind but a sense of difficulty and disgust at the idea of learning history,—which is a common school experience. It is as hard, by such means, to have a realizing sense of the chronological events, scattered over the field of time, in relation to each other, especially, if these events occur in different nations, as to learn the relations of places on the surface of the globe without a map.

I have no objection to writing a series of letters embodying such things as I myself say in teaching this chart of history, for the help of those less experienced in this particular branch; but I do not feel competent to write a *Paradise Lost*, *Divine Comedia*, a *Prometheus Bound*, or a *Universal History*,—even on the smallest scale! If you will permit me, Mr. Editor, a place in your paper, I will write out some general views, which I am in the habit of presenting to classes that I teach.

There is, also, another thing which I am writing and which will soon be published, and that is a little book of questions for examiners, which shall also be so contrived that pupils, by its help, may prepare themselves for recitation from the chart and manual without the help of their instructors. I find this is indispensable in order to introduce the work in the immensely crowded schools of New York city. It will only cost 12½ cents, and will not add to the expense of what is to be provided for the scholar, so much as to make the whole exceed a dollar, taking manual, blanks, paint and all, into the account.

ELIZABETH P. PEABODY.

ETYMOLOGICAL HINTS.

BY B. H. HAYES.

NO. III.

Import of the Letters L, N, R.

The native import of a letter can be fully ascertained, only, by considering the character of its sound, the character of the organs of speech chiefly concerned in its enunciation, and the manner and circumstances of its utterance; even the position of a letter, (as being first or last in a syllable,) may affect its meaning, by affecting the circumstances of its enunciation.

Other sources of information, calculated to facilitate investigation respecting the native force of letters, abound. The name and position assigned to a letter in ancient alphabets, are indicative of its primary import. For example: in the utterance of the letter *t*, the *extreme point* of the tongue, the *extremi-*

ty of the palate, and the teeth, (which are *late* of development, and project *out* from the skeleton and its investment,) are the parts especially concerned in its formation; hence, the letter *t* is expressive of an *end*, an *extreme* point, and an *out position*. Correspondingly this letter is placed at the *end* of several ancient alphabets, of which the Hebrew is an instance. Being expressive of an *extreme* point, *t* is also expressive of *one*, because one is the *extreme* of numbers, and like to a point. The letter *a* is expressive of *one*, because of the vowel sounds it is the most *simple* and *elementary*. The letters *b* and *s* are suggestive of *two*, by reason that the organs chiefly concerned in their formation, occur in pairs. *R* and *g* are expressive of *three*, because they are expressive of what is *uneven*; of *asperity* and *constriction* properties of a *triangle*; and of *intricacy* and *entanglement*, as when *three* things are involved. *Q* and *d* are significant of *four*: *q*, by denoting *equality*, and by reason that in its utterance the lips approximate towards the form of a *square*; *d*, by alluding to a *square* as that which has *bluff ends*, and is *precise*, *exact*. *Qd* are also expressive of *four*, because significant of the *squat* position, which brings the *four extremities* in a *heap*. Now, taking the Hebrew alphabet and reckoning from its two extremes, *a* and *t* are the first letters; correspondingly, these letters appear in the word *ahat*, (Heb.) signifying *one*. The second letters are *b* and *s*, which appear in the Latin word *bis*, denoting *twice*. The third letters are *r* and *g*, and the Saxon word *thrig* (of which *th* may be prosthetic,) denotes *three*. The fourth letters are *q* and *d*; and *quadra* (Lat.) signifies *square*, and *quatuor* (Lat.) *four*. Coincidences similar to the foregoing, may be traced up to the number nine; hence, it appears that if the Hebrew alphabet be folded upon itself, by lapping the first upon the last half, the opposing letters, (or those equally distant from what may be termed the culminating point between *k* and *l*), exhibit a *correspondence* or *analogy* of meaning.

In an ancient Lybian alphabet the letters *l*, *m*, *n*, *r*, are named *lambd*, *mah*, *nisp*, *resh*, after the *four* elements, and certainly not in an arbitrary manner; for *l* corresponds to the earth, with the *fullness* thereof: its *yielding soil*: its *everlasting hills* and *lowly vales*; *m* corresponds to the sea, (to which God hath set *limits*) with its *muttering grum voice* and *commingling* of waters; *n* is like to the *thin air overagainst* the earth and the sea with its *moaning winds*; and *r* to *fire*, the *rare, formless, tardy* or *hurrying, parting, piercing*, *rousing* and *rising element*.

Of the Enunciation of the letter L, the Character of its Sound, and its Capacity of Meaning.

In the utterance of the letter *l*, the vowel sound suffers only that moderate interruption consequent to the elevation of the tongue and the contact of the upper surface of its tip with the palate. The sound

of *l* approximates to that of the vowels, and is susceptible of various modifications. It may be, on the one hand, *melodious, bland, alluring, calm, cool, yielding, or lengthy*; also, *complex, dull, slow, equable, liquid or outpouring*; and on the other hand, *clashing, violent, repellent, tumultuous, melting, sullen or limited*; also, *simple, clear, fleet, salient, steely, or overwhelming*. Letters have not only a capacity of meaning based on the character of their sounds, as variously modified, but also a capacity of meaning based on the character, agency and position of the organs chiefly concerned in their utterance. *L* being a lingual, has, therefore, a capacity of meaning corresponding to the character of the tongue, its action and position at the time of the utterance of this letter. The tongue is a *single* muscular organ nearly filling the cavity of the mouth; its position is *horizontal*; in regard to form, it is *flat, swelling and elongated*; though naturally *soft, pliant, and moveable in every direction*, it may, through muscular contraction, become *rigid* and fixed in position. The agency of the tongue, in uttering the letter *l*, consists in its *elevation, its closing with, and cleaving to the palate, its sudden separation therefrom, and its down stroke or depression*. It should, however, be borne in mind, that both the movement and position of the tongue, at the time of uttering a lingual, is to a considerable extent, dependent on the nature of the letters associated with the lingual in the same syllable. For instance: the position of the tongue, whilst uttering the letter *n* in "ring" is quite unlike its position whilst uttering the same letter in "rant."

List of Words Illustrative of the Force or Import of the letter L.

Lull, v. t. To extend or spread. It is thus winds are lulled.

2. To depress, lay, or allay.
3. To equalize; to smooth.
4. To calm, still or quiet; and hence, to appease.
5. To mollify or soften.
6. To slacken, from the idea of causing to yield.
7. To cool. This sense is embraced in the word *lull*, as used in the expression "to lull the passions."
8. To dull.

Loll, v. i. To extend the tongue from the effects of heat.

2. To extend one's self in a recumbent posture, for the sake of coolness or quiet.

Leal, a. Faithful, true. The primary sense is that of being *uniform, single, warm, and lasting in adherence or a cleaving to*.

Element, n. A first principle. This signification is based, in part, on the idea of being *simple, uniform, or without distinction of parts* as the sound of the letter *l*. The four liquids, *l, m, n, r*, are expressive of being *elementary*.

Lime, n. In mathematics a *unit of extension, or that which has extension only lengthwise*. The letter *l* is expressive of *elongation*, and the letter *n* of *firmness, minuteness, and of oneness*.

Luna, n. The moon; named *luna* in allusion to being *lone, solitary, mild*; and to *failing, wan*ing and *want*. [See *Loll*.]

Lag, v. i. To fall back; to move *sluggishly* in the rear. In this word *l* is expressive of *prolonging, yielding*; of being *clogged, hindred*.

Il, prefix. Not; as *illegal*, not legal. This signification is based on the idea of *failing*, and thence *falling short of*, or on the idea of *repelling*, and thence not admitting.

All, a. The *whole*. The primary idea is that of *being full, entire, as suggested by the sound of the letter l*.

Sole, a. Seaprare, single, entire, compleat. The letter *s* is expressive of being *separate*, and hence, *single*, by reason that the organs of speech are *separate* at the time of its utterance; and the letter *l* of being *single, entire, complete*, by reason that it is the letter of a *single organ, and full, entire, or unbroken in its sound, and hence, complete*.

Of the Enunciation of the letter N, the Character of its Sound, and its Capacity of Meaning.

The letter *n* is a lingua-nasal; in its utterance the tongue is brought in *close contact with the palate*, in such a manner as to *oppose, effectually, the passage of sound through the mouth*; in the meantime the posterior nares remain unclosed, and the sound generated becomes a *nasal*.

The sound of *n* may be on the one hand, *tranquil, faint, hinting, blended, or plaintive*; also, *wanton, or whining*; and, on the other hand, *noisy, animated, frank, distinct, or jovial*; also, *abundant, staunch, or thunder toned*. As *n* has a capacity of meaning, based in part, on the characteristics of the nose, a brief description of this organ becomes requisite. The nose is the organ of *smell*; it is the most *prominent part of the face, and projects from its centre, above the upper lip*; at its base are *two openings, the nostrils, overhanging the mouth*; through these the breath issues in a *downward direction*. The *prominence of the nose is suggestive of being preminent and extreme, whilst its downward outlets and aim are suggestive of being down, beneath*. The *central position and inward cavity of the nose are suggestive of being central, internal and nigh*. The nose being of a *lean, thin, slender structure, angular in form, naked without and empty within*, is peculiarly suggestive of *want*; whilst, by its *broad, expansive base and free outlets*, it becomes, (as an image of the cornucopia,) significant of *overflowing abundance*. By reason of its *deeply internal and pent up fosse*, the nose is suggestive of *confinement within narrow limits*; whilst as an *expanded, free outlet and breathing place*, it is significant of *enlargement, enfranchise-*

ment and freedom. Considered as occupying a *front* or *advance* position, the nose is suggestive of being *before* or in *front*, and hence, also, of being *opposite*, *against*, or *overagainst*; whilst its *receding* and *indistinct* outlines, and *backward* cavity, are suggestive of being in the *rear* or *behind*, and also, of *yielding* and *admitting*. Considered as being *apart* from the other organs of speech, and *divided* by the septum, the nose is suggestive of *separation*; whilst as consisting of a *pair* of nostrils *bound together* by dense bone, cartilage and integument, it becomes significant of *conjunction*.

List of Words Illustrative of the Force or Import of the letter N.

Now, *n.* That time of day when the sun has attained its greatest elevation; named noon, in allusion: firstly, to its being the *central* time of day, yet the time when light and heat are *extreme*; secondly, to being the time when the sun *sheds abroad* his beams in *abundance*, yet the time of *closeness*, *confinement* and *want* of air, coolness and energy; thirdly, to being the time when the sun having reached its *utmost height*, is *eminent* and *overagainst* the beholder, whilst his shadow is *nigh* down and *behind*.

Nigh, *a.* Adjacent, near to. The letter *n* is expressive of nighness or proximity, by reason of its *internal* sound which is *nigh* to the ears, and also, by reason, that the organ through which it is uttered is *in view*, as things *present* or *nigh*. The letter *g*, through its *close* sound, coincides with *n*, in being significant of *nearness*.

Nine, *n.* The number less by a unit than ten; named *nine* in allusion to its being **central* of abstract quantity, (as it comprises the numerical quantity between nothing and ten, the round number, the all,) and at the *extreme* of the series of unit numbers; secondly, to being *nigh* ten, and *remote* from one; thirdly, to being the *underling* number, as it is *under* ten, the number; and yet, the number of *preeminence*, it being at the highest point of the series of unit numbers; fourthly, in allusion to its being the number of *want*, as it *wants* one of ten, and is therefore, *deficient of fullness*, and hence, *fractional*; and

*A circle is significant of *all* and *nothing*; of *all*, because it is *endless*, *entire* and *inclusive*; of *nothing*, because it is *empty*, *unsubstantial* and *exclusive*. In enumeration *ten* is expressed by adding a circle to the figure one, and for the reason, that ten being a *unit* of the second order, comprising a numerical quantity equal to *all* of the fingers, is typical of *all*, the *whole*. Now, the number *nine* is composed of *nine parts*, and is, therefore, *fractional* when compared with *one* or *ten*; it is also, the *measure* and *furthest reach* of the *recurrent series of fractional numbers* and is therefore, typical of *finite* number or quantity, which is but the *dividing point* or *superficies* between the two reaches of infinity, *nothing* and *all*.

†That nine is the number, both of *want* and *abundance*, is evidenced by the circumstance, that it is the number of the muses.

yet the number of *abundance*, as it has *many parts*, and is *crowded* with numerical quantity to the *furthest reach* of distinct numeration. [See *now*.]

New, *a.* In regard to origin, *nigh* to the present time; and yet, *extreme* in respect to actual time. [See *now*.]

Now, *n.* [Sax. *nu*; G. *nun*; Gr. *non*; Lat. *nunc*.] The present time; named *now* in allusion, firstly, to being at the *centre* of abstract time; and yet, at the *extreme point* of actual time; secondly, to being the *nigh* time; and yet, that which is *remote* from the beginning; thirdly, in allusion to its being the time of *want* or *destitution*, as it is *destitute* of extension, being merely a *point*, situate between the past and the future; and yet, the time of *abundance*, as *nothing is done*, and *nothing exists out of now*, and as it *comprehends both the past and the future*, (the past by *relique*, and the future in *embryo*), and therefore, *all things*; fourthly, to being the *fronting*, *opposite* and *present*; and yet from the beginning, the *hindmost and far off*.

In, *prep.* Within. This signification is suggested by the sound of *n*, considered as *pent up* and *interior*.

Un, In, *prefixes*. Not. The primary idea is that of the words *against*, *opposed*, or the words *lacking*, *wanting*. All of the liquid letters are susceptible of being used to express either affirmation or negation. *N* is used affirmatively in the Saxon word *anan*, denoting to *yield*, *grant* or *allow*; and both *m* and *n* are thus used in the word *amen*.

Of the Enunciation of the letter R, the Character of its Sound, and its Capacity of Meaning.

In uttering the letter *r* the vowel sound is modified, firstly, by an increased *contraction* of the glottis; secondly, by an *elevation* of the tip of the tongue; and, thirdly, by a *shortening* of the tongue, which causes the *elevation* of its middle portion, and its approximation to the palate or *roof* of the mouth. During the emission of its sound, the organs of speech remain in a *fixed position*, or there may occur a more or less strong *vibrating movement*, either of the glottis or the point of the tongue. The sound of *r* may be, on the one hand, either *broken*, *rough*, *irritant*, *stern*, *frigid*, *hard*, or *repellant*; also, *constrained*, *obscure*, *obtuse*, *tardy*, *grave*, *earnest*, or *uniform*; and on the other hand, either, *entire*, *smoothe*, *soothing*, *ruthful*, *warm*, *soft*, or *alluring*; also, *free*, *clear*, *piercing*, *rapid*, *cheerful*, *sportive*, or *errant*. The italicised words occurring in the foregoing description of the character of the sound of *r*, are indicative of but a small number of the ideas embraced in the wide range of meaning of this letter. Of the numerous shades and diversities of its meaning, not already indicated, only a few will be here noticed. *R* is expressive of the ideas of being *central*, *rudimentary*, *bare* and *near*, together with their opposites, those of being *extreme*, *perfect*, *shrouded* and *far*; also of those of being *sparse* or *crowded*, *crooked* or *straight*, *forward* or *rear*.

ward, and *serial* or *row-like*; *r* is also expressive of *stirring*, *rousing* and *raising*, together with their opposites, *resting*, *tranquilizing* and *depressing*; the letter *r* is significant of being *central*, because it is formed by *central* organs, and oppositely, of being *extreme parts* of the *central* organs. It is significant of being *rudimentary* by reason of its *rough* sound, and also, by reason that, as during its utterance none of the organs of speech remain closed; it is, therefore, *without definite bounds or limits*: *shapeless*, and as it were, *in an unformed state*. On the other hand, *r* is significant of being *perfect*, by reason that when uttered as a pure *lingual*, omitting the *whur*, its sound is *entire*, *without a flaw*, and *clear*, *without a blur*; and because even of its vibratory sound is suggestive of *brilliancy*, which, like clearness, is characteristic of *perfection*. *R* is significant of being *serial*, by reason that its entire or unbroken sound is suggestive of being *uniform*, *harmonious* and *clear* or *distinct*; and also, by reason that its vibratory sound is suggestive of *repetition*, *regular succession*, *correspondence* and *precise arrangement*. On the other hand, *r* is suggestive of being *row-like* or *chaotic*, by reason that its *broken*, *whur* sound, is suggestive of being *promiscuously crowded here*, and *scattered there*, whilst its *unbroken sound* has *no distinction of parts*.

List of Words Illustrative of the Force or Import of the letter R.

Rare, *abverbial*, *a.* Slight, heavy or heavily; as *rare* done, *slight* done: done *heavy* or *heavily*.

2. *Thin*, *dense*.
3. *Soft*, *hard* or *hardly*.
4. *Afore*, *behind* or *short of*.
5. *Quickly*, *tardily*.
6. *Part*, *conjunct*.
7. *Yielding*, *firm*.
8. *At the extreme*, *centripetally*.
9. *Negatively*, *confirmatively*.
10. *Slack*, *tight* or *tight match*.

Rude, *a.* *Rudimentary*. In this sense it is used in reference to the rough and shapeless aspect natural to the *beginnings of things*, and the products of *first* or *unskillful attempts*.

2. *Rough*, *irritant*, *piercing*, *biting*.
3. *Stiff*.

4. *Naked*, *open*. These significations are included in the word *rude*, as used in the phrase "*rude winds*."

Order. n. Regular disposition or methodical arrangement of things; proper state; arrangement in view of some end. A fundamental idea of the word order is that of *directness*. This idea is applied to the notion of being in the *right line* of a contemplated end or purpose. The letter *r* is expressive of *straight*, *serial*, *precise* and *matched* or *correspondent*; and the letter *d* (because a *dental*) coincides with *r* in being expressive of these ideas.

BOOK NOTICES.

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